

Roles in Managing Student Behavior

Establishes Classroom Rules

Establishes Classroom Schedules and Activities

Observes Student Behavior

Designs Behavior Management Plans

Establishes Objectives for Student Behavior

Selects Appropriate Reinforcers

Records and Charts Student Behavior

Provides Consequences

Provides Praise to Students

Evaluates Intervention Effectiveness

Provides Feedback Regarding Appropriate Behavior

The research has shown that at all educational levels effective classroom managers do the following:

- # Analyze classroom tasks
- # Teach the going-to-school skills
- # See the classroom from the students' perspective
- # Monitor student behavior
- # Instruct students in rules and procedures
- # Monitor student compliance with rules
- # Develop student accountability for work
- # Communicate information
- # Organize instruction
- # Require students to repeat procedures and assignments until they are done correctly
- # Follow through on grading procedures
- # Impose penalties on students who persist with inappropriate behavior
- # Emphasize clear expectations rather than threats and sanctions

Effective classroom management depends on the following:

- # Good preparation
- # Clarity about expectations, rules, and procedures
- # Instruction in and opportunities to practice desired procedures and receive feedback
- # Reminding students about desired procedures at times when these are supposed to be implemented
- # Consistent monitoring of students for compliance
- # Follow through with intervention when necessary

SOME ISSUES AND POSSIBLE REACTIONS

1. Attention Seeking Behavior

Tactical ignoring (balanced out with lots of proximity praise)

Get up close – move into their space and run the lesson from this position for a while

Remain calm and avoid getting wound up and rewarding the behavior with negative attention

Agree non-verbal cues in advance with known troublemakers

2. Swearing/verbal abuse

Have rules and routines in place and remind them of the consequences for bad language

Consistent approach – ALL incidents of bad language need to be followed up so as not to allow excuses for 'accidental' swearing.

Tape record outbursts of foul language and explain that it can be played back to parents

Take out a note pad and say, "I'm now recording what you're saying"

Have a meeting with the pupil/s involved and ask them to suggest alternative ways of expressing/dealing with anger or alternative words to use when they are angry.

3. Noisy class (start of lessons)

Allow some cooling off time of a few minutes after transitions and breaks to allow them to settle.

Take control at the door – don't let them in the room until they're quiet

4. Confrontation

Adopt non-threatening body language (body to side, open arms).

Avoid threatening gestures (pointing), facial expressions and verbal language (shouting, accusing).

Diffuse and de-escalate – use humor, change subject.

Calmly offer support... ("How can I help?" "I'm listening.")

5. Disruption

Remove the audience factor, try and talk to them quietly on a 1:1 basis where possible and remind them of past successes and capabilities – try to find something positive to say first.

Give them a responsibility

Language of Choice

"Do you want to move closer to the board or remain where you are?"

"Do you need me to help you or can you get on with things on your own?"

"What are you supposed to be doing? What happens if you don't do it? Is that what you want? What are you going to choose?"

Calmly warn them of consequences and follow up using the '3 requests'...

"Jordan sit back down on your chair and finish the work please"

"Jordan, I'm asking you for the second time to sit down and get on with your work."

"Jordan this is the third and final time I'm going to ask you."

"Jordan you've chosen to ignore me. Go to Time Out Give very clear instructions so there is no room for confusion or argument.

6. Ignoring You

Try using humor to change their state from being angry or sullen

Refuse to get drawn into confrontation – “I’ve told you what you need to do and you know what happens if you don’t. It’s your choice, I’ll be available after school if you want to discuss it then.”

On a 1:1 basis with a pupil you normally get on well with try to find what is bothering them by calmly repeating statements such as “Tell me what’s wrong so I can help you.” “You talk, I’ll listen.” “Tell me what’s bothering you, I’ll listen.”

7. Lack of motivation

Set short-term mini-targets. “By the end of the lesson you need to get down to here in your text book.”

“In the next ten minutes you need to complete numbers 1-4. I’ll be back to check in ten minutes.”

Make lesson activities more active

Include fun starters, video clips, educational games, energizers, magic tricks and brainteasers in your lessons from time to time to break up monotony.

Use loads and loads of effective praise and encouragement.

8. Off-Task (low level disruption)

Use pre-agreed non-verbal signals

Get close up – sit or stand close to them and say nothing, carry on with the lesson

Use proximity and personal praise – Look for opportunities to catch them being good.

Look for opportunities to offer help... Offer choices, adjust the work, and adjust seating

9. Defiance

Offer support – often pupils are defiant because they are afraid of failure – adjust the work, offer help, ask them what’s bothering them.

Remind them of past successes and capabilities

Remind them that you are there to help them and ask them for help in how to bring that about. “I need your advice. I want to help you – what is going to make this easier for you?”

Go through stepped sanctions as per school behavior policy e.g.

Give them a warning (verbal/name on board etc.) and remind them of consequences

Move them to an isolated seat

12. Shouting out

Ignore those who shout out and reward/praise those that don’t

Play class team games/quizzes where answers will only be accepted by those who put their hands up. Penalize team-members who shout out by taking a point off the team.

Have a clear policy on how questions are to be answered in class

Keep those who shout in at break and explain that shouting won’t be tolerated

13. Failing to follow instructions

Explain very clearly the consequence of not following instructions. Tell them you expect immediate compliance and then give them a few moments to save face by walking away.

Record the details of the incident and follow up with senior staff.

Warn them that you will be contacting parents. (Make sure you do so if the defiance continues).

GUIDANCE TECHNIQUES

1. **REDIRECTION:** Redirecting the child's attention to a different toy or activity that is more acceptable.
2. **REASONING:** Explaining to the children the consequences of their actions on other people and the purposes for obeying rules.
3. **TIME OUT:** Children are removed from the situation and told to think about their actions.
4. **SETTING RULES/LIMITS:** Rules should be explain to the children and strictly enforced. They should be simple and few.
5. **MODELING:** It is vital that adults model the type of behavior that they desire in the children. This teaches children how to deal with conflicts, cooperate, etc.
6. **LISTENING:** Be aware of what children are thinking and feeling. It is important to check things out before attempting to resolve problems and help children work through their difficulties.
7. **REINFORCEMENT:** Encourage behavior through praise or attention. When you comment on positive actions, children increase any behavior they get attention for (positive or negative).
8. **OFFERING CHOICES:** Children like to have some control over what happens to them. Offer children good choices that are appropriate and then accept their decisions.
9. **ACCEPTABLE OUTLETS FOR EXPRESSING FEELINGS:** Children need to express strong feelings but help them find safe ways to do this.
10. **AVOID OVER STIMULATION:** Too many choices and options overwhelm the children. Allow them an appropriate number of choices.
11. **POSITIVE GUIDANCE:** Guidance methods, which build children's self esteem, and confidence in themselves. Directions and rules are stated in a positive way such as, "Please walk", instead of "No running".
12. **NATURAL & LOGICAL CONSEQUENCES:** Actions result in consequences whether negative or positive. If the consequence is not too severe, let natural consequences happen. If not, create a consequence (Logical) that is appropriate for the behavior.
13. **AGE APPROPRIATE ACTIVITIES:** Activities and equipment that are relevant and safe for the age of the child promote growth and development.
14. **AVOID UNREALISTIC EXPECTATIONS:** It is important that the teacher understand the skills and abilities of the children.

Classroom Management: Self-Assessment²

| Classroom Management Practice | Rating |
|--|-------------|
| 1. I had at least 4 positive for each negative student contacts (from above). | Yes No |
| 2. I continuously and actively supervised (moved, scanned) throughout the instructional activity. | Yes No |
| 3. I positively interacted with most students during the lesson. | Yes No |
| 4. I handled most minor rule violations quickly and quietly . | Yes(na) No |
| 5. I followed school procedures for handling major rule violations. | Yes(na) No |
| 6. My transitions before and after the activity were smooth and efficient. | Yes No |
| 7. I was prepared for the activity (e.g., clear outcome/ objective, materials, instructional plan). | Yes No |
| 8. I began the activity with a clear explanation of the outcome/objective of the activity. | Yes No |
| 9. I used most (>90%) of the allocated time for the activity. | Yes No |
| 10. My instruction actively engaged students in observable ways (writing, verbalizing, participating). | Yes No |
| 11. Each student had multiple opportunities to actively respond and participate. | Yes No |
| 12. I frequently checked for student understanding . | Yes No |
| 13. I concluded the activity with specific feedback about student academic and social performance. | Yes No |
| 14. I concluded the activity with specific information about what happens next (e.g., homework, next time the activity is conducted). | Yes No |
| 15. I ended the activity knowing how many students met my learning outcome/objective . | Yes No |
| 16. I've arranged follow-up instruction/activity for students who were unsuccessful in the activity. | Yes(na) No |
| 17. I know what I need to do the next time I do this activity. | Yes No |
| Overall classroom management score: 14-17 "yes" = "Super" 10-13 "yes" = "So-So" <9 "yes" = "Improvement Needed" | # Yes _____ |